

## ***Dennis M. Hart***

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### ***EXECUTIVE SUMMARY***

- Fourteen years of proven leadership and increasing responsibility in strategic planning, innovative global program development, faculty research support, student mobility, and international partnerships at **The University of Texas Rio Grande Valley, Michigan State University, University of Pittsburgh, Kent State University, and the University of St. Thomas.**
- Significant experience in collaborating with senior university leadership to infuse comprehensive internationalization into the core priorities of university strategic planning as well as representing the university globally and nationally.
- Engagement with faculty to support and promote globalization in research, teaching, programs, curriculum, alumni relations, and grant writing.
- Extensive experience supervising administrative teams, research centers, oversight of grants, budgets, endowments, and fund raising as well as ESL programs, Confucius Institute, and academics in world-class international centers.
- Skilled in negotiating, authoring, implementing, and housing MOUs and representing the university to partners.
- Leadership of programs that offer a wide range of innovative study abroad and study away opportunities for students.
- A history of success in recruiting highly motivated international students and scholars to help internationalize the campus.
- An award winning faculty member and articulate communicator who can establish a rapport with audiences and convey information with clarity and enthusiasm.

### ***EDUCATION***

- Ph.D., Comparative Politics, University of Washington, Seattle, 1991.
- Master of Arts, East Asian Studies, University of Washington, 1981.
- Bachelor of Arts, Korean Studies, University of Washington, 1980.

### ***PROFESSIONAL EXPERIENCE***

#### **2015 to Present - Inaugural Associate Vice President Office of Global Engagement, The University of Texas Rio Grande Valley**

UTRGV is a Hispanic-serving, distributed university founded in September, 2015. The Founding Associate Vice President of Global Engagement provides overall leadership and

administration globalization efforts of the university and ensures all related activities are consistent with the goals of UTRGV's strategic plan.

Central responsibilities include:

- **Overseeing the following units:**
  - International Programs and Partnerships
  - International Admissions and Student Services
  - Language Institute
- Extends UTRGV globalization programs through on-campus, off campus, and online formats locally and globally.
- Authors and delivers certificate, study away, study abroad, and community-engaged scholarship.
- Advocating and working collaboratively to implement comprehensive internationalization and global processes for UTRGV in all colleges, the medical school, all offices that deal with external constituencies, and units that interact with students.
- Developing and implementing a strategic plan for UTRGV that will position the university as a model for internationalization focusing on student and faculty success.
- Representing the University globally and developing strategic partnerships and institutional affiliations throughout the world to create experiences and opportunities for students, faculty, and visiting scholars.
- Actively recruits international faculty to engage in and enhance opportunities for large scale joint research projects, international workshops and conferences, joint grant applications and publications.
- Establish and lead a new unit and its central initiatives, which include: faculty research, study abroad, international admissions and student services, faculty and student exchanges, agreements with overseas partners, visiting scholars, and language instruction.
- Oversees program budgets and endowments of over \$2,500,000; supervises 30 staff members, interns, faculty, and student workers; and serves on various university committees and advisory boards.

**Accomplishments include:**

#### **Founding of OGE and Major Initiatives**

OGE was established in 2015 with the purpose of internationalizing UTRGV. In consultation with the Executive Vice President, other senior university leaders, and faculty, I have defined and guided the vision and scope of international education and research for the university and beyond. I have established a high profile unit through reallocation of resources, collaborations with partners, and addressing program inefficiencies. All of this has laid the administrative foundation for effectively growing OGE as the leader of globalization at UTRGV.

1. Joined the Strategic Planning Committee and lead the Globalization sub-committee as a central element in UTRGV's strategic planning. Current member of Strategic Plan Review Committee.
2. Created a network of communications with senior leadership in Admissions, Recruiting, Student Services, Business Affairs, all colleges, School of Medicine, Development Office, and others to promote globalization through the campus and local community.
3. Leading the planning for a Global Campus in Matamoros, Mexico. The Global Campus will be located in a shared location and provide greatly enhance permeability and recruitment as well promote as degree programs and research.
4. Establishing a Center for Border Studies. The Center for Border Studies will author new understandings on global borders and obtain funding for research on critical border issues, such as migration, human trafficking, border health, etc.
5. Leading the negotiations to establish a permanent recruiting office in Magalore, India.
6. Heading the establishment of a Confucius Institute. UTRGV CI will teach Chinese and provide outreach to both US and Mexican audiences.
7. As founding Associate Vice President, established staff positions, policies, procedures, and duties within OGE units so as to create overarching sense of mission, sharing of resources, and coordination of its units.
8. Designing and negotiating a range of revenue-generating programs with the Texas International Education Consortium, such online MBA programs in Nigeria and Columbia.
9. Work with Sahmyook University, Korea and UTRGV Health Affairs to create program to bring students from Korea to study pharmacy and rehabilitation services. Program revenue will be \$150,000 over 3 years.
10. Authored grant application for Department of Education Undergraduate International Studies and Foreign Languages grant. Grant is for \$175,046 over two years.
11. Joining with the University of Texas Austin Lonzo Long Institute of Latin American Studies on international research and local outreach.
12. International Education Week celebration. Multiple events over five days, including cultural events, academic panels, movies, and Multi-lingual Fest.
13. Supported or founded programs/minors to internationalize campus, such as:
  - a. Fulbright Scholar Program,
  - b. Peace Corps Prep Program,

- c. Model United Nations Club,
- d. Asian Studies Minor,
- e. Chinese Language Minor,
- f. Student Medical Brigade,
- g. Middle East Studies,
- h. Global Border Studies, and
- i. Latin American Studies.

14. Assistant Chair on International Oversight Committee, which oversees international travel for faculty and students. IOC assesses and helps mitigate possible risks in international travel.

### **Faculty Development and Support**

1. Established faculty support grants for campus-wide faculty efforts on globalization, including research, teaching, outreach, and service.
2. Created Global Affiliate status for faculty so as to recognize and reward efforts to assist OGE with internationalization of the campus. Faculty count this status as part of their university service.
3. Founded the Community of Scholars to fund and support faculty efforts to bring visiting scholars and experts to campus for talks and joint research.
4. Promote faculty efforts to create greater international impact on campus by providing support for presentations, talks, and performances such as:
  - a. International Symposium on Middle East Relations
  - b. International Conference on Border Studies (held jointly in Mexico and US)
  - c. Conference on Border Health and Zika (held jointly in Mexico and US)
  - d. International Workshop on Quantitative Research (2 weeks)
  - e. Annual Series on "Global Hot Spots."
  - f. Founding conference on "Rethinking the *Fronteras*."

### **International Partnerships**

1. Greatly expanded university partnerships with in China, Mexico, Chile, South Korea, Thailand, and Spain. Negotiating to secure physical facilities for study abroad, faculty exchanges, sharing of materials, recruiting, and professional programs.

2. Led negotiations with the Universidad Autonoma de Tamaulipas on a wide range of projects, including MA ESL programs, faculty training, student exchanges, summer programs, and establishment of an annual conferences on Border Studies and Border Health.
3. Opened relations with over 20 partners in 6 countries to increase student mobility, faculty research, and scholar exchanges. These are sustainable and continuing relationships.
4. Work with deans, faculty, and others to negotiate and international research and programs with international partners. Examples include dual degree programs (2+2; 1+2+1; 3+1; etc.), remotely delivered degrees, and joint research.

#### **International Agreements/MOUs**

1. Initiated and lead the revision and reorganization existing policies and systems for writing, processing, and housing of all MOUs, including measures to ensure access to international agreements is transparent and open.
2. Established user-friendly and public webpages for writing MOUs and searching of existing international partnerships and agreements.
3. Work with General Consul to ensure all international agreements conform to legal and policy requirements of the university.
4. Revised templates for international agreements and streamlined approval procedures in consultation with Provost Office.
5. Support the Office of the President, Provost, and colleges by hosting MOU signing ceremonies with international partners.

#### **Study Abroad**

1. Aligning study abroad program with strategic priorities in terms of geographic areas and themes.
2. Increased number of short-term, faculty led study abroad programs from 12 to 18.
3. In 2018, Gilman Scholarships awarded to 12 UTRGV students.
4. To better increase student learning and enhance campus internationalization, establishing *Come Back, Give Back* component by encouraging more extensive service learning in programs.
5. Revised and streamlined funding models and budget procedures for study away and scholarships.
6. Designing and establishing a system of assessing study abroad impact on students' cultural competency.

7. Established a Study Abroad Ambassador by having a study abroad student visit and promote study abroad in classes through campus.
8. Established new procedures and processes for promoting study abroad, recruiting, registering, and advising students.
9. Raised over \$250,000 in scholarships from community for study abroad students.
10. Created a permanent scholarship for students in the Migrant Program.

#### **International Student Services & Recruitment**

1. For first time in UTRGV history, created a recruiter position and authored a strategic plan for recruiting to include Latin America and East Asia. Future areas of interest include South Asia and the Middle East.
2. Expanded and diversified support and services offered to international students in terms of advising and settlement.
3. Created for conditional admission for international students, pending completion of approved ESL program.
4. Established admissions team with Graduate School to expedite application acceptance by international applicants.
5. Instituting initial visa processing for handling international practitioners and interns for School of Medicine.
6. Improved tracking system of international students' status, especially OPT.
7. Expanded duties to include processing of visas for J-1 visiting scholars and B visas.
8. Changed fee structures, resulting in additional \$65,000 in revenue.

#### **Language Education (ESL and Spanish)**

1. Increased revenues generated by self-supporting Language Institute by over 10 percent.
2. Reformed ESL curriculum so as to provide consistency of content, program structure, and assessments across two campuses.
3. In negotiations with partners in Matamoros, Mexico to deliver ESL onsite by offering UTRGV curriculum, hiring local faculty, and ensuring consistent and high quality courses, as well as metrics for student success.
4. Merged two different LI units based on different campuses and ensured uniformity of procedures, policies, and practices.

#### **Faculty Support Grants**

1. Established OGE internal grant programs to support faculty across the university to think creatively and author projects that will directly and clearly contribute to globalization. These include:
  - a. *Faculty Research Grants* that support: research-related travel, joint research with visiting/global scholars, peer-reviewed research, seed money for larger projects, forums or conferences, workshops, and performances.
  - b. *Global Opportunity Grants* for the development of professional relationships (visiting scholars, etc.), forums or conferences, cultural showings or performances, presentations, education, and other experiences that will directly enhance internationalization of the campus or community in innovative ways.
2. Support/join in faculty searches for external funding and opportunities for research and teaching, and professional development.

### **Community and Alumni Outreach**

1. Negotiating closer relations with local diaspora communities to provide greater intercultural and educational opportunities on campus.
2. Created relationships with local businesses and community partners in cooperation with government leaders and School of Business.
3. Authoring a database of international alumni for improved communications and systematic engagement. System also tracks current international students and marks them as future alumni.
4. Working with Alumni Relations to create overseas alumni chapters and potentially provide opportunities for international internships and research opportunities.
5. Establishing chapters specifically for Study Away alumni to bring them back to campus, share experiences with current students, and establish scholarships.

### **2014 to 2015 – Executive Director, International Education Center (IEC), University of St. Thomas**

The Executive Director of IEC is responsible for fostering a global perspective throughout the University and for providing advocacy for both international education and comprehensive internationalization. The Executive Director joins with senior administrators to provide strategic leadership and management for faculty development, international agreements, study away, international student recruitment, and community outreach. The Executive Director leads international programs and services for students, faculty and staff; enhances and promotes international educational exchanges with related units across the university; manages the staff and services of the Study Abroad, International Admissions, and Global Partnership Teams; provides oversight to program

budgets and endowments, manages over 20 staff members, interns, and student workers; and serves on various university committees and advisory boards.

**Accomplishments include:**

**Program Advancement**

I expanded the scope and effectiveness of IEC through reallocation of resources, collaborations with partners, and addressing program inefficiencies. All of this has laid the administrative foundation for effectively aligning IEC with the larger University of St. Thomas strategic goals on globalization.

1. At the request of the Provost Office, authored the white paper titled "Globalization of the University of St Thomas: Challenges and Opportunities." The paper surveyed the current university landscape in terms of its potential for implementing comprehensive internationalization and UST's strategic mission on globalization.
2. Work with senior leadership in Admissions, Recruiting, Student Services, Business Affairs, all colleges, and others on selection of global areas and interdisciplinary initiatives of strategic interest for the university.
3. Working with Minnesota Chicano Latino Affairs Council to establish a Latin America Center at UST to provide outreach, research, and student learning on that region.
4. Launched newly designed webpages to raise profile of IEC and make information more accessible to stakeholders.
5. Reviewed and revised duties within IEC teams so as to improve productivity.
6. Joined with campus leadership in the negotiation of ELS new contract and expanded scope of agreement so as to provide greater flexibility in programming and recruiting.

**Faculty Development and Support**

1. Work with faculty to create interdisciplinary and sustainable solutions and target global problems and promote the common good.
2. Inform and help faculty connect with externally funded opportunities for research and teaching, and professional training.
3. Negotiated matching funds from college deans for faculty-led efforts to internationalize the university.
4. Included adjunct faculty in funding for course development related to globalization.
5. Promote greater international impact on campus with funding and support for UST invitations to and visits by international faculty by ensuring opportunities for presentations, talks, and class lectures.

**International Partnerships and Agreements**



1. Leading the negotiations to expand university partnership with the University of International Business and Economics, Beijing, PRC. Negotiating to secure physical facilities for UST study abroad, faculty exchanges, sharing of materials, recruiting, and certificate programs.
2. Initiated discussions with Amity University, New Delhi, India to establish co-branding and partnership. AU's twelve global campuses would partner with UST to provide increased study abroad opportunities on their sites, faculty exchanges, enhanced research opportunities, professional development workshops, and 1 year certificate programs for students.
3. Work with the Canadian Consul, Minneapolis to host events, performances, and academic activities from Canada.
4. Working with partners in Qatar and UST College of Leadership, Education, and Counseling to extend existing MA program in education.
5. Manage and organize the university's library of international partnerships agreements: including MOUs, Acknowledgement of Interest, and Specific Implementation Agreements.
6. Work with General Council to ensure all international agreements conform to legal and policy requirements of the university.
7. Revised templates for international agreements and streamlined approval procedures in consultation with faculty senate and Provost Office.

### **Study Away**

1. Aligned UST study away program (ranked 8<sup>th</sup> in the US) with UST strategic priorities in terms of geographic areas and themes.
2. In consultation with Deans and Vice Provost for Academic Affairs, revised funding models and budgets for study away to provide better coordination and clarity between IEC and colleges.
3. Teamed with Alumni Office to have study abroad students meet up with international alumni during trips and create additional internship opportunities.
4. Established a series of Study Away training workshops to help faculty gain expertise and knowledge on leading study away programs.

### **International Student Recruitment**

9. In conjunction with Admissions Office, aligned annual international undergraduate recruitment numbers with strategic international priorities, increased over all campus goals, and expanding 1+3 and 2+2 programs.

10. Assisted in recruitment via new partnerships within China, India, Kingdom of Saudi Arabia, Sub-Saharan Africa, and Latin America.
11. Linked Study Away and research funding to faculty assisting with recruiting and alumni relations during international travel.
12. Partnering with Alumni Relations and international alumni to increase effectiveness and reach of recruiting trips by building enduring relationships with students' parents, both before and after student arrival at UST.

#### **Community and Alumni Outreach**

6. Negotiating closer relations with local diaspora communities (Somali, Kenyan, Mexican, Hmong, et al) to provide greater intercultural and educational opportunities on campus.
7. Created relationships with local businesses and community partners in cooperation with government leaders and UST School of Business.
8. Working with Alumni Relations to create overseas alumni chapters and potentially provide opportunities for international internships and research opportunities.
9. Establishing chapters specifically for Study Away alumni to bring them back to campus, share experiences with current students, and establish scholarships.

#### **2011 to 2014 – Director, Visiting International Professional Program (VIPP), Michigan State University**

VIPP is a world leader in providing professional education and non-degree programming to international researchers and practitioners. The Director provides vision, advocacy, and administrative leadership for a program with 20 staff and faculty members and over 2,000 alumni from twenty-three countries. The duties include oversight of all policy, personnel, budget, operational responsibilities, and fundraising for the *self-supporting program*. The Director oversees two levels of reporting within the unit. The Director manages annual budgets and endowments of over \$3,000,000. VIPP provides educational programs and research opportunities for 300 to 400 visiting scholars and professionals in more than fifteen disciplines. VIPP also provides world-class support and community settlement services to incoming scholars and students from East/South/Central Asia, Middle East, sub-Saharan Africa, and Latin America. The Director develops innovative strategies and partnerships that are aligned with Michigan State University's strategic priorities. VIPP is part of the International Studies and Programs of Michigan State University, the academic leader in international studies.

#### **Primary Responsibilities:**

In consultation with deans, faculty, and administration from various universities, I design and implement a comprehensive strategic plan to align existing resources and personnel towards the goal of promoting global education within the research and teaching missions of MSU's strategic vision. Primary responsibilities include:

1. Provide leadership and advocacy for VIPP throughout the University while sustaining positive collaborations with other regional and international stakeholders;
2. Work with university administrators, deans, international center directors, and faculty to promote and coordinate MSU's strategic priorities in international research, teaching, outreach, and workshops;
3. Maintain a positive working relationship with international units, including Office of Study Abroad, OISS, Area Centers, Research Centers, VIPP advisory committee, and MSU academic departments;
4. Supervise VIPP staff of more than 20 staff and faculty, recruit, supervise, and evaluate personnel and provide professional development opportunities;
5. Oversee and enhance VIPP recruitment of international partners and participants, including MOUs with other institutions;
6. Assure academic excellence in VIPP program and participant professional development opportunities (internships, job shadowing, site visits, etc.) as well as tailored programs in English as a Second Language;
7. Provide services to visiting international scholars and students, including handling J-1, F-1, and B visa applications, academic linkages, arrival, settlement, and support;
8. Partner with ISP units to obtain external funding and grants, provide academic presentations, conduct community outreach, and faculty research travel that aligns with MSU strategic priorities;
9. Responsibility for financial planning, management, and reporting of program budgets and 18 endowments.

**Accomplishments include:**

**Program Advancement**

In consultation with deans, faculty, and Michigan State University's central administration, VIPP has positioned itself to help provide support and coordination for international programs and research throughout the university. I redesigned the communications and work functions within VIPP so as to greatly increase cooperation, communications, and fiscal transparency. This laid the administrative foundation for effectively implementing a strategic plan that better aligns VIPP activities with MSU's strategic mission.

1. Aligned VIPP priorities with MSU strategic priorities of health, sustainability, education, and food. One result has been increased VIPP collaborations with faculty and community members as we pursue like-minded agendas and opportunities;
2. Established and recruited an Advisory Committee from the University and local community to help provide guidance and visibility to VIPP.

3. Greatly improved cooperation and efficiency by establishing teams within VIPP, which allows expanded support and collaborations with other units in delivery of programs and grant follow through;
4. Increased program capacity as seen through the growth of professional education workshops from 6 to 14 per year;
5. With Human Relations Office support, separated and clarified existing staff duties so as to remove duplication of effort, increase responsibility, and improve efficiency;
6. Established new information collection and reporting methods so as to increase VIPP profile to stakeholders and provide staff with accurate data on international programs and budgets. New metrics on program outcome were introduced as well;
7. Improved settlement/logistics support, and expanded ability to explore initiatives in new global regions;

#### **Diversified Global Partnerships**

1. Expanded MSU and VIPP presence into new geographic/program areas in Saudi Arabia, Iraq, Uzbekistan, Iraq, Russia, Mongolia, Zimbabwe, Botswana, and Malaysia;
2. Launched partnership with Jazan University Schools of Business and Engineering (Saudi Arabia) for early career professional training programs;
3. Established joint programs/collaborations with MSU International Institute of Health, Law School, Accounting Department, and MSUGlobal;
4. Negotiated and created an innovative pedagogy workshop for visiting faculty from China with School of Education.

#### **Community Engagement**

1. Established partnerships with community members such as Prima Civitas, Global Talent Retention Initiative of Michigan, Lansing Community College, Saint Vincent Catholic Charities, and local schools.
2. Built a sustainable partnership with local technical colleges to host workshops for administrators and professors each year from TVTC of Saudi Arabia;
3. Opened up new partnerships and internships for international practitioners with local community leaders and businesses to foster economic opportunities in Michigan and in other countries.

#### **International Academic, Research, Service Activities**

1. The Director serves on MSU's Council of Central Unit Directors and the ISP Directors Committee. These committees meet frequently to consider and coordinate MSU-wide international projects, partnerships, and initiatives.
2. Served as leader of the Outreach Committee of the Strategic Planning Conference for the Agriculture and Forestry University of Nepal, in Kathmandu, Nepal, April, 2013.

Present were representatives of the embassies of USA, India, China, and Japan, USAID and the Nepalese government.

3. With VIPP support, visiting international scholars published 4 books and 10 journal articles last academic year;
4. Jointly working with Asian Studies Center (Title VI NRC) on grant proposal to Korea Foundation to establish a tenure track position in Korean Studies in Criminal Justice at MSU;
5. Joined other units to apply for external funding: IREX grant to bring Iraqi scholars to MSU; USAID India for K-12 teachers, Food Safety for Saudi graduate students, and, Dept. Agricultural Economics for USDA grant;
6. Implemented improved metrics for assessing academic quality of VIPP programs and improved teaching evaluations;
7. Revised current course offerings and increased professional development course offerings as well as expanded professional site visits;
8. For Mid-West Conference on Asian Affairs at MSU in fall 2013, VIPP is supporting conference panels on higher education in China and city government in Korea;
9. VIPP sponsors and jointly organizes the annual Global Korea Awards with the Asian Studies Center and Council for Korean Studies of MSU;
10. VIPP nominees won the Homer Higbee International Education Award (2013) and the Glenn L. Taggart Award for Community Contributions to International Understanding (2012) at the MSU International Awards.

#### **Alumni Relations and Development**

1. The Director works regularly with the Office of Alumni Relations and Development Office to create new opportunities. Meaningful alumni engagement is a program priority and alumni are active partners with VIPP as we plan and implement our strategic priorities;
2. Fall of 2012, the VIPP Green and White Gathering for alumni was held at MSU. Over 50 alumni from Asia and Middle East attended the event;
3. Additional VIPP Green and White alumni events are scheduled for Seoul, Korea and Beijing, China in the fall of 2013 and 2014 respectively;
4. Identified noteworthy VIPP alumni and invited them to serve as leaders/founders of VIPP alumni chapters in Korea and China;
5. Presented on MSU International Strategic Initiatives at the MSU South East Asia Alumni event held in Chiang Mai, Thailand, March, 2013;

6. Co-hosted a fund raising dinner in cooperation with ISP Office of Development, Asian Studies Center, Sri Lankan Student Association, and Sri Lankan community leaders, fall, 2012;
7. Planning in place for a fall, 2013 fund raising event for VIPP's endowment on outreach and education on Nepal, partnering with ISP Office of Development, Asian Studies Center, and WorldTAP;
8. Member of Steering Committee for start up of Spartans Without Borders initiative to link domestic and international alumni to existing international research projects of MSU;
9. Instituted regular communications with alumni on VIPP activities and endowment expenditures.

#### **Enhanced Finances**

1. Established new procedures for accurately tracking of expenditures and income;
2. Created the position of Financial Officer to monitor budgets, increase transparency, reduce possible waste, and produce financial reports;
3. Re-directed selected endowment yields to provide sustained support for MSU faculty research and student travel abroad;
4. VIPP's annual program income improved 10.5 percent;
5. VIPP endowment principle balance increased by 26 percent through increased contributions and redirecting of unrestricted surpluses;
6. VIPP endowment yields increased by 24.6 percent;
7. VIPP program-driven income increased by 14%.

#### **2008 to 2011 - Associate Director, Asian Studies Center & Visiting Professor, Graduate School of Public and International Affairs University of Pittsburgh**

The Asian Studies Center (ASC) at the University of Pittsburgh was assessed as being among the best and most comprehensive in the country in research, public service, and teaching about Asia. The center's mandate is to promote an enhanced understanding of Asia through exceptional undergraduate and graduate academic programs, strong interdisciplinary faculty development, and energetic community outreach. With overall funding of around \$3,000,000, ASC serves as the central hub for all University of Pittsburgh activities, academic and extra-curricular, having to do with Asia. ASC is administratively housed within the University Center for International Studies (UCIS), which reports directly to the provost and chancellor. The Center has a working staff of 19 people and enrolls nearly 400 students in a Certificate in Asian Studies at the undergraduate and graduate level.

#### **Primary Responsibilities:**

1. Work collaboratively with central administrators, deans, and faculty to develop research, instructional support, outreach activities, conferences, and workshops.
2. Partnership role in shaping the future objectives and mission of ASC, including meeting with ASC stakeholders to establish goals for program development and unit plans.
3. Maintain a positive working relationship with 5 area studies centers, UCIS, central administration, internal & external advisory committees, and academic departments on priorities concerning University relations with Asia.
4. Supervise and manage staff, recruit and hire personnel, evaluate work performances, and ensure professional development.
5. Help to coordinate Asia-related course scheduling and curriculum development university-wide so as to serve the needs of both students and departments.
6. Supervise the recruitment, advising, and support of international students, including assistance with admissions, ESL, visa status.
7. Guide and assess ASC's study abroad programs (China, Korea, Japan, Mongolia, and India) including assuring academic excellence, proper integration with on-campus education, expanding student participation, and financial planning.
8. Oversee Pitt's Confucius Institute (CI) and National Consortium for Teaching about Asia (NCTA) as they conduct community outreach.
9. Promote the Center mission of outreach into public education through programming and management of cultural, musical, academic, and film events for the campus and local community.
10. Provide responsible financial planning, management, and reporting for 5 university budgets, 5 international endowments, and major grants from the US government and various foundations.

### **Budget Development and Fiscal Management**

1. At the Asian Studies Center, I provided responsible financial planning, management, and reporting for five university budgets, five international endowments, and major grants from various foundations.
2. I planned and helped set the salaries for eight permanent staff members and the Center's numerous student workers, student ambassador, and graduate students.
3. I served on the Budget Planning Committee for the University Center of International Studies, which has an annual budget of over \$6 million, UCIS is home to 5 Title VI-funded centers and 14 other programs, and has 78 professional staff. UCIS coordinates or administers virtually all of Pitt's international programs.

4. I served on the budget and planning committees for Japanese Studies, Chinese Studies, and Korean Studies, working with staff and faculty in the management of their annual budgets.
5. I collaborated with the study abroad office on budgets for student study to East Asia.
6. Responsible for generating reporting on endowment expenditures/projects and other budgets to appropriate parties both inside and outside the University.
7. I collaborated/advised UCIS Officer for Institutional Advancement in funding-raising for the Center's endowments.
8. Experience in specific budgets, approximate annual worth, and key areas of expenditure.

**Accomplishments include:**

**Innovative Strategic Plan**

ASC serves as Pitt's central hub for all academic and extra-curricular activities having to do with all regions of Asia. There are 43 core and 64 affiliated faculty on Asia, 195 listed Asia-related courses and an average of over 4,000 students enrolling annually in these courses. ASC resources are focused on identifying and addressing the programmatic needs of the area studies and language curricula associated with Asia at Pitt.

In consultation with the Directors of UCIS and ASC, faculty, and Pitt central administration, designed and implemented a strategic plan for ASC to better mobilize existing resources and personnel towards its central goal of promoting knowledge about Asia by:

1. Establishing mission-specific processes to focus on:
  - Exceptional undergraduate and graduate education marked by active student engagement and measurable competency in Asian studies.
  - Promotion of interdisciplinary faculty development, research, and teaching about Asia, and.
  - Energetic community outreach with an emphasis on collaborative partnerships across institutions both regionally and internationally.
2. Locating Center activities and events within an innovative transnational theme to emphasis interdisciplinary projects:
  - Promotes collaborations between academic disciplines by generating multiple "owners" for international events that enhance partnerships and leverage resources.
  - Encourage transnational themes to guide teaching, faculty development, and outreach activities, and replace traditional country-based approaches.



### **Program/Center Advancement**

1. Creating partnership between Confucius Institute, NCTA, and existing international participants to design more cost-effective and value-added teacher-practicum in China, Japan, and Korea.
2. Pitt-Confucius Institute was named a Confucius Institute of the Year for successful creation of an innovative organizational model to collaborate with other universities and public schools.
3. Negotiated and funded a new position of Operations Manager for Confucius Institute.
4. Implementing more rigorous assessment and measurable “benchmarks for success” to provide improved program planning and resource allocation.
5. In collaboration with UCIS and Human Resources, initiated operational performance evaluations of staff performances and duties. Result has been a reduction in duplication in staff duties and creation of shared objectives and timelines for planning and implementing activities.

### **Grant Writing**

#### **1. Principal Investigator:**

- DOE Undergraduate International Studies and Foreign Language grant, \$180,000, 2018-2020.
- Humanities Center Project on Reframing Gender and Power in Latin America and Asia, \$34,000, 2009/2010.
- Toshiba International Foundation grant on Japan’s Cultural Contributions to the World, \$40,000, 2008.
- Japan Iron and Steel Foundation, establishment of annual conference on Global Initiatives, with a focus on Japan in the world, \$20,000 annually for 3 years.

#### **2. Joint author:**

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- Mitsubishi Foundation for the Japan Module – web based pedagogical program for teaching about Japan in K-12, \$27,000, 2009.
- Korea Foundation – to build Korean Heritage Room, \$200,000, 2008.
- Mitsubishi Foundation - digitalization of Mitsui Collection, \$118,000, 2008.
- Department of Education/Korea Foundation - Project to create library collection of North Korean textbooks and journals, \$20,000 over 4 years, 2009.

### **Symposia, Conferences, Speaker Series Organized**

1. North Korea: Beyond the Axis of Evil, Spring 2011.
2. Ancient China Cultural Flows, Spring 2011.
3. Pop Culture Meets Islam Conference, Fall 2008.
4. Ridgway and the Korean War Symposium, Spring 2009.
5. Toshiba International Foundation Symposium, Fall 2009.
6. Youth, Labor, and Neo-Liberalism in Asia Symposium, Spring 2010
7. Cross-Straits Conference, Spring 2010.
8. Reframing Gender, Identity, and Resistance in Latin America and Asia, Spring 2010.
9. Celebrating Gandhi – The Man and His Ideals, annual conference started in Fall 2008.
10. Tuesdays with Korea annual series.
11. Asia Over Lunch annual speaker series.

#### **International & Academic Initiatives of Asian Studies Center**

ASC serves as Pitt's central hub for all academic and extra-curricular activities having to do with all regions of Asia. There are 165 listed East Asian courses and an average of over 4,000 students enrolling annually in these courses. ASC resources are focused on identifying and addressing the programmatic needs of the area studies and language curricula associated with East Asia at Pitt.

1. During AY 2008-09, nearly 400 undergraduates enrolled in ASC's certificate programs and received nearly \$1,910,000 in financial aid from all sources.
2. In AY 2008-09, there were 4,609 students enrolled in 108 non-language courses with at least 25% East Asia content, in 13 A&S departments and five professional schools.
3. Redesigned the summer study abroad program for teachers in China to provide a stronger academic component while reducing program costs.
4. Initiating an innovative teacher-exchange program with Gwangju National Education University partnership for Pitt School of Education teachers to travel to Korea and gain practical experience by observing Korean schools for 3 weeks in the summer. As part of the program, Korean teachers attend a summer workshop on teaching at Pitt and observe Pittsburgh area schools for one semester.
5. Initiated "Asian Studies Ambassador" undergraduate position to promote Asian Studies Certificate. In first year Certificate enrollment increased by 38 percent.
6. Increased visibility of Korean and Southeast Asian by allocating existing tuition

remission funding into high-profile scholarships.

7. Increased number of Asia-related events for students (speakers, conferences, films, presentations, etc.) by over 40 percent.
8. Initiated new oral proficiency assessment program for Chinese and Korean languages, 2009.
9. Pitt crosses conventional disciplinary divisions with its "Global Citizenship Requirement." Curriculum represents 82 courses out of a total of 247 (33%) of the available courses at Pitt, all with 100% EA content.
10. Joined effort to generate new interdisciplinary mini-courses on Global Studies with partnerships with Carnegie Mellon University and NRCs in Latin American Studies, International Studies, and European Studies.
11. ASC manages both undergraduate and graduate certificate programs. Administers an Interdisciplinary MA in East Asian studies. and develops primary study abroad sites in China, Japan, Korea, Mongolia, Taiwan, and India.
12. In AY 2008-09, undergraduate students pursued Asian Studies certificates representing over 28 departments and 8 schools.

### **Community Outreach**

1. Forged beneficial relations through the creation of Pittsburgh Asia Consortium with Carlow University, St. Vincent University, Indiana University of Pennsylvania, and Slippery Rock University to promote teaching about Asia using Department of Education and membership funds.
2. Managed Confucius Institute growth in teaching Chinese. K-12 student enrollments increased from 1,200 students to over 2,400 from 2007 to 2009.
3. NCTA was promoted to level of national center, with responsibility for teacher training on Asia in Pennsylvania, Delaware, Maryland, and West Virginia.
4. Expansion of K-12 teacher workshops, with greater emphasis on production and use of teaching plans by attendees through creation of internet-based teaching library.
5. Leveraged funding to increase annual number of teacher workshops on Asia by 20 percent.
6. Raised community profile of ASC by working with community leaders and building popular outreach programming.

### **1997 to 2008 - Coordinator, Asian Studies Minor, Kent State University**

The Asian Studies program coordinator serves all eight campuses of the Kent State University system and coordinates Asia-related activities, programs, and academic offerings University wide. The program offers a minor and certificate.

**Accomplishments include:**

1. Lead successful effort to increase enrollment in Asian Studies classes in university. The result was a 51 percent increase in FTE from 2000-2007. The increases are driven by greater program awareness due to marketing, expanded class offerings, individualized attention in advising, and program expansion.
2. Created and administered an affordable summer program in South Korea. Beginning in 2006, I have conducted summer study abroad programs linked with university summer programs in South Korea for Kent State University students. Students earn credit hours by taking a range of classes in English while in South Korea.
3. Initiated a standardized, university-wide system for academic credit for travel abroad programs to East Asia and Southeast Asia.
4. Sponsored Asia related events to raise program profile on campus. These include, invited talks by prominent scholars, showing of films made in Asia, and support of cultural events by international performers.
5. Organized workshops on human rights for scholars from Kyrgyzstan and Turkey with funding from American Council on Education.
6. Creation and maintenance of program web pages has increased program accessibility and visibility for students and faculty.
7. Created internship program with ASIA Inc. Kent State University students work with local Asian American communities.

**1994 to 2008 - Political Science Department, Kent State University**

The Department Coordinator directs the Political Science program for the largest of Kent State University's seven regional campuses, which share a mission of providing access to education to residents of respective service districts and serving as a resource for local economic development.

**Accomplishments include:**

1. Responsible for leading academic planning for the department, including supervising class schedules, developing new courses, and programmatic offerings.
2. Facilitated collaborative visioning and strategic planning to create shared vision, mission, strategic goals, action plans, which resulted in transforming department mission to a new focus on public policy.
3. Helped to establish Faculty and Staff Enhancement Committee to develop and implement strategies for faculty success, to recognize accomplishments, to improve communications and culture.

4. Served on the College of Arts and Sciences Council to provide input for university wide policies, allocation of personnel resources, budget reduction plans.
5. Managed department student recruitment, advising, and retention, and coordinated department activities for student enrichment.
6. Served on faculty team to establish globalization as a campus-wide two-year theme and promoted greater engagement with global issues among students and faculty.
7. In support of globalization theme, organized a series of workshops and presentations dealing with topics such as: Rethinking 9/11, Israel-Palestine conflict, women's rights and development, terrorism, and human rights.

**1991 to 1994 – Assistant Professor, Political Science Department, Western Illinois University**

1. Taught courses on Comparative Politics, International Relations, American Politics.
2. Advised entering freshman students.
3. Served on search committee for American Politics faculty.
4. Was faculty advisor for Model United Nations Club.
5. Conducted study abroad program to China.

***ACADEMIC LEADERSHIP EXPERIENCE***

As an administrator and faculty member of The University of Texas Rio Grande Valley, Kent State University, the University of Pittsburgh, and Michigan State University I have served on a broad range of committees and units charged with curricular and academic oversight, student success, faculty evaluation, tenure, and promotion decisions. Specifically, I have served on the following committees/units with those charges:

1. Strategic Planning Committees:
  - The University of Texas Rio Grande Valley, 2015 to present. Chair of the Globalization sub-committee.
  - AIEA Strategic Planning Committee, 2017 to present.
  - Agriculture and Forestry University, Nepal, 2012, Chair of the Community Outreach sub-committee.
  - University of Pittsburgh, 2009.
  - Kent State University, 1999.
2. Strategic Planning Review Committee, 2017 to present.
3. Academic Affairs Leadership Committee:
  - UTRGV, 2015 to present.
  - University of Pittsburgh, 2008, 2009.
  - Kent State University, 2005 to 2007.
4. University Assessments, 2017 to present.
5. Department Head, Kent State University, 1994 to 2008.

6. Faculty Search Committees:
  - Political Science, Comparative Politics, 1997, 2007.
  - Political Science, American Politics, 1993, 1999.
  - Political Science, International Relations, 1997, 2003.
  - Geography, 1998, 2005.
  - Justice Studies, 1997, 2002.
  - Communications, 2001.
7. *Ex officio* Member of Search Committees:
  - History of Art and Architecture, 2008.
  - Political Science, Comparative Politics, 2009.
  - World History, 2009.
  - East Asian Language and Literature, 2009.
8. Curricular Review Committee:
  - Kent State University, 1997 to 2007.
  - University of Pittsburgh, 2009 to 2011.
9. Budget and Planning Committee, UCIS, University of Pittsburgh, 2008 to 2011.
10. Student Success Committee:
  - Kent State University, 2000, 2002, 2004.
11. Administrative Search Committees:
  - Dean, Kent State University Stark Campus, 2006.
  - Dean of International Studies, Kent State University, 2000.
  - Program Directors, 2012, 2016, 2017.
  - Middle East Coordinator, 2012.
  - Program Coordinators, staff, and assistants, 2008 to present.
12. Tenure/Promotion Committees:
  - Departmental level, 2002 to 2008.
  - Campus Level, 2006.
13. Appeals Committee:
  - Kent State University, 2002 to 2005.
14. Hiring of adjunct faculty:
  - From 1995 through present, responsible for the hiring and evaluation of adjunct faculty.
15. Assistant Chair, International Oversight Committee, UTRGV, 2015 to present.
16. Coordinator, Asian Studies Program, Kent State University, 1997 to 2008.
17. Committee member to implement and assess Boyer-based tenure/promotion evaluations throughout Kent State University.

## ***PUBLICATIONS***

**Book**

*From Tradition to Consumption: Construction of a Capitalist Culture in South Korea.* Seoul, Korea & Sommerset, NJ: Jimoondang Publishing Company, 2001. Selected in 2002 as a "Distinguished Academic Book" by Korea's National Academy of Sciences. Second edition published in 2003.

**Book Chapter**

Hart, Dennis M. (in press) *Government scholarships and research funding for foreign language education and area studies in the USA* in Initiative for College of Humanities Research and Education, Hankuk University of Foreign Studies ( 한국외국어대학교 코어사업단), Global Area Studies at Hankuk University of Foreign Studies ( 한국외국어대학교 글로벌지역학). April 2019.

**Journal Articles**

1. "Bringing the Other Home: Representations of the self and foreignness in North and South Korean Textbooks," *Sunkyungwan Journal of East Asian Studies*, Vol. 6, No.1, 2006, 89-107.
2. "Representations of Foreign-ness and Korean Identity in North and South Korean Textbooks" in *Embracing the Other: The Interaction of Korean and Foreign Cultures*. Songnam, Republic of Korea: The Academy of Korean Studies, 2002, 671-684.
3. "Remembering the Nation: Constructing the March First Movement in North and South Korean History Textbooks." *Review of Korean Studies*, vol. 4, no. 1, June 2001, 35-59.
4. " 한국의 주부와 개발의 정치학 " (State, Gender and the *Jubu*) 한국가정관리학회지 (*Journal of Korean Home Management Association*), Vol. 19, No. 2, 2001, pp. 47-66. (In Korean)
5. "Proclaiming Identity, Claiming the Past: National Identity and Modernity in North and South Korean Education." *Asian Perspective*, Vol. 24, No. 3, 2000, pp. 135-158.
6. "Construction of National Identity and Modernity in North and South Korean Education" in *Korean Identity in the New Millennium Conference*, Academy of Korean Studies, Fall, 2000, pp. 133-151.
7. "Internationalizing the Curriculum: Using the Model United Nations in the Classroom," *AURCO Journal*. Spring 2000, pp. 117-125.
8. "Creating the National Other: Opposing Images of Nationalism in South and North Korean Education," *Korean Studies*, Vol. 23, 1999, pp. 68-93.
9. "If You Think It's So Easy: Using Role Playing Activities in the Classroom," *AURCO Journal*, Spring 1999, pp. 71-79.
10. "South Korea's Northern Policy: Construction of Enemy Identity in Early Education," *Southeast Review of Asian Studies*, Volume XIX, 1997, pp. 65-82.
11. "Images of Gender and Leadership Among Elementary School Children in South Korea," *우리 교육 (Korean Education)*, Summer, 1995, pp. 23-31. (In Korean)
12. "Class Formation and the Industrialization of Culture: The Case of South Korea's Emerging Middle Class." *Korea Journal*, vol. 33, no. 2, Summer, 1993, pp. 42-57.

13. "Political Discourse in an Industrial Society: Shifting Forms of State Legitimacy in South Korea." *Contemporary Southeast Asia*, vol. 14, no. 4, March 1993, pp. 396-404.
14. "Advertising and the New Feminine Ideal: The Ideology of Consumption in South Korea." *Korea Journal*, vol. 30, no. 8, August 1990, 18-25.
15. "한국주부: 시장경제체제하에서 변화하는 여성의 사회적 역할" (Inventing the Korean Housewife: Changing Social Roles in a Market Society). *여성연구 (Women's Studies)*, vol. 8, no. 3, Fall 1990, 154-176. (In Korean.)

### Book Reviews

1. *Measured Excess: Status, Gender, and Consumer Nationalism in South Korea*, by Laura C. Nelson, Columbia University Press, 2000. *Review of Korean Studies*, 2001.
2. *The Spirit of Independence: A Primer of Korean Modernization and Reform*, by Syngman Rhee. Translated, annotated, and with an introduction by Kim Han-Kyo. University of Hawaii Press, 2001. *Journal of Asian Studies* May, 2001.
3. *Korea: A Historical and Cultural Dictionary*, by Keith Pratt and Richard Rutt, Curzon Press, 1999. *Korean Studies Newsletter*, 2000.
4. *Korea: A Historical and Cultural Dictionary*, by Keith Pratt and Richard Rutt, Curzon Press, 1999. *Review of Korean Studies*, no. 1, 2000.
5. *Democracy and Authority in Korea: The Cultural Dimension in Korean Politics*, by Geir Helgesen, Curzon Press, 1999. *Copenhagen Journal of Asian Studies*, no. 13, 1999.

### Encyclopedia Chapter

"Korean Nationalism," *Nations and Nationalisms in Global Perspective: An Encyclopedia of Origins, Development, and Contemporary Transitions*, ABC-CLIO, 2006.

### Translations

1. *Master Poems from Modern Korea Since 1920*, by Kim Jaihiun. Si-sa-yong-o-sa Publishers, 1986. Co-translator.
2. *Classical Korean Poetry: More than 600 Verses Since the 12th Century*, by Kim Jaihiun. Hanshin Publishing Company, 1986. Co-translator.

### Representative Popular Media Publications (in Korean)

1. "Two products of capitalist development: Pittsburgh and Seoul."  
[http://www.ohmynews.com/NWS\\_Web/view/at\\_pg.aspx?CNTN\\_CD=A0001186264&PAGE\\_CD=](http://www.ohmynews.com/NWS_Web/view/at_pg.aspx?CNTN_CD=A0001186264&PAGE_CD=) June 9, 2009.
2. "He wasn't a corrupt 'Asian politician.'"  
[http://www.ohmynews.com/NWS\\_Web/view/at\\_pg.aspx?CNTN\\_CD=A0001140992&PAGE\\_CD=](http://www.ohmynews.com/NWS_Web/view/at_pg.aspx?CNTN_CD=A0001140992&PAGE_CD=) May 25, 2009.
3. "Koreans who blindly believe in US greatness."  
[http://www.ohmynews.com/NWS\\_Web/view/at\\_pg.aspx?CNTN\\_CD=A0000934335&PAGE\\_CD=](http://www.ohmynews.com/NWS_Web/view/at_pg.aspx?CNTN_CD=A0000934335&PAGE_CD=) June 26, 2008.



4. "Orange or Orange?: Lee Myoung Bak's English language policy and education."  
[http://www.ohmynews.com/NWS\\_Web/view/at\\_pg.aspx?CNTN\\_CD=A0000828785&PAGE\\_CD=](http://www.ohmynews.com/NWS_Web/view/at_pg.aspx?CNTN_CD=A0000828785&PAGE_CD=) February 5, 2008.

#### ***FACULTY RESEARCH GRANTS***

1. Korea Foundation/NEAC, 2007.
2. NCTA/Ohio State University, Asian studies grant, 2007.
3. Academy of Korean Studies, Travel Grant, 2005.
4. Kent State University, University Teaching Council Grant, 2004.
5. Chonnam National University, Honorarium, 2004.
6. Kent State University, University Research Council, 2004.
7. Kent State University, Research Grant, 2002.
8. Pacific Association of Asian Studies/Academy of Korean Studies, 2002.
9. Kent State University, Travel Grant, 2001.
10. Academy of Korean Studies, Travel Grant, 2000.
11. Institute for Women and Culture, Seoul National University, Honorarium, 2000.
12. Association for Asian Studies, Research Grant, 1998.
13. Kent State University, Research Grant, 1997.
14. Northeast Asia Council/ Association for Asian Studies, Research Grant, 1997.
15. National Endowment for the Humanities, Summer Seminar entitled "Nationalism, national Identity, Modernity," Duke University, July-August 1996.
16. Kent State University, Summer Research Creativity Appointment, 1995.
17. Western Illinois University Foundation, "Toward the Pacific Century: Development Plans for Infusing Asian Studies into the Curriculum," 1993.
18. Kyungnam University Institute for Far Eastern Studies, Summer Studies in Korea Program, 1992.
19. University Research Council, Western Illinois University, Research Grant, 1992.

#### ***ACADEMIC PRESENTATIONS & SYMPOSIUMS***

##### **International Conference Presentations**

1. "Controlling Interests in Korean Studies," World Forum on Korean Studies, Academy of Korean Studies, Songnam, Korea, October 18, 2005. Co-author Oum Young Rae.
2. "Globalized Food But Localized Identity," at the Symposium on Gender, Trans/Nationalism and Food, Songshin University, Seoul, South Korea, July, 2004.
3. "Bringing the Other Home: Differing representations of foreignness and Korean identity in North and South Korean text books." First World Congress of Korean Studies, Seoul, South Korea, July 2002.

4. "Gender as a Political Narrative: The Patriarch as a Marker of Korean-ness in South and North Korean Education." Sixth Pacific and Asian Conference on Korean Studies, Seoul, June 2002.
5. "Serving the Family, Serving the Nation: State, Gender, and the Housewife in South Korean Development." Inaugural Conference on Women and Culture, Seoul National University, South Korea, July 2000.
6. "Proclaiming Identity by Claiming the Past: Nationalism and Modernity in North and South Korean Education." Korean Identity in the New Millennium Conference, Academy of Korean Studies, Songnam, South Korea, June 27, 2000.
7. "Advertising and the Construction of Femininity in South Korea," Symposium on Korean Popular Culture at the Korean Studies Center, University of Auckland, New Zealand, April, 7, 2000.
8. "Familial, Occupational and Leadership Roles of Women in Korean Elementary School Books and the Delimitation of Women's Roles." Conference on Changing Korea and Women, Seoul, South Korea, 1993

#### **National Conference Presentations**

1. "Taking the Lead with Institutional Alliances: Collaborations and Educational Outreach at Pitt." Title VI 50<sup>th</sup> Anniversary Conference, Washington, DC, March 2009.
2. "Teaching Memories of the Nation: History as Nationalism in North and South Korean Education," American Historical Association, Chicago, January 2-5, 2003.
3. "Remembering the Nation and the Self: The Role of Ideology in Constructing National Identity in Korean Textbooks," Cultural Studies as International Relations: Power, Productions and Pedagogies, International Studies Association Annual Conference in Los Angeles, March 15-20, 2000.
4. "Creating the National Other: Opposing Images of Nationalism in South and North Korean Education," American Historical Association, Seattle, Washington, January 1998.
5. "Foxes and Wolves: Survey Research of Gender Role Expectations and Self-Concepts Among Elementary School Children in South Korea." Association of Asian Studies Conference, Washington DC, 1995.

#### **Regional Conference Presentations**

1. "Nationalism as Resistance in North Korea," Mid-Atlantic Association of Asian Studies, Villanova University, October, 2009.
2. "Historical Beginnings of Modern Protest in North and South Korea." Florida Conference of Historians, Orlando, Florida, March 16, 2005.
3. "Recipes for Identity: Gender, Kitchens and Rationalized cooking in Modern Korea." Mid-Atlantic Popular and American Culture Association, Buffalo, New York, November 6, 2004.

4. "Gender, Kitchens, and Cooking as National Identity in Modern Korea." Southeast Conference of the Association for Asian Studies, Gainesville, Florida, January 17, 2004.
5. "Birth of Two Nations: Rival Representations of the March First Movement in North and South Korean History Textbooks," Florida Conference of Historians, Jacksonville, Florida, February 28, 2003.
6. "History as National Identity: State Education in North and South Korea," Mid-Atlantic Regional/AAS, Slippery Rock University, October 27, 2001.
7. "Remembering the Nation and the Self: The March First Movement as Constructed in North and South Korean Textbooks," Midwest Conference on Asian Affairs, Michigan State University, September 24, 1999.
8. "Scripting the Self and the Other: Images of Nationalism and North Korea in South Korean Textbooks," Midwest Conference on Asian Affairs, DeKalb, Illinois, September 1997.
9. "South Korea's 'Northern' Policy: Construction of the 'Enemy' Identity." Southeast Conference of the Association of Asian Studies, Savannah, Georgia, January 1997.
10. "Foxes and Wolves: Images of Gender and Leadership Among Elementary School Children in South Korea." Southeast Conference of the Association of Asian Studies, Knoxville, Tennessee, 1996.
11. "Historical Perspectives on the Women's Movement in Korea." Midwest Conference on Asian Affairs, Macomb, Illinois, 1994.
12. "Industrialization of Culture and Social Change: The Case of the Korean Housewife." Joint Association -West and Asian Studies PAC Conference, Monterey, California, 1993.
13. "Early Education and Gender Stereotypes: Korean Elementary School Books and the Delimitation of Women's Roles." Mid-Atlantic Region Association for Asian Studies, West Chester, Pa., 1992.
14. "Inventing the Modern Korean Housewife: New Social Roles in a Materialist Culture." West Region of the International Studies Association, Seattle Washington, 1989.

#### **Invited Talks**

1. "Two States Remembering One Nation: History, Education and Identity in North and South Korea." Stanford University, Shorenstein APARC Seminar Series, March 6, 2009.
2. "Remembering North Korea and American Relations," Global Hot Spots Series, The Ohio State University, February 28, 2007.
3. "Housewives as Producers of National Cuisine and National Identity," Seoul National University, Seoul, Korea, July, 2004.
4. "Food, Gender and Nationalism in Korea," Symposium on Korean Food and Identity, Chonnam National University, Gwangju, South Korea, June 2004.

5. "Gender and Nationalism in the Two Koreas," College of the Holy Cross, Worcester, Massachusetts, March, 2003.
6. "Capitalist Development and the Production of Gender," Seoul National University, Seoul, Korea, July, 2001.
7. "Bringing Tradition Up to Date: Teaching History, Modernity and Identity in the Two Koreas" at Contending Forms of Modern Modernity, Comparative Perspectives, Georgetown Conference on Korean Society, Georgetown University, May 3-5, 2001.
8. "Contemporary Korean Society," at Summer Fellowship in Korean Studies sponsored by the Korea Society, Seoul, South Korea, July 2, 1995.
9. "The Roles of Women as Presented in Korean Education," 13<sup>th</sup> Annual Seminar of the Korean Research Institute for Women & Politics, Seoul, Korea, Summer, 1995.
10. "Vestiges of the Past: Tradition and Modernity in Contemporary Korea," Korean Society, New York City, 1993.
11. "The Korean Women's Movement and Social Change," University of Missouri, Columbia, 1993.
12. "Industrialization and the Role of Housewife in Korea," Ewha Womans University, Fall 1990.

## **TEACHING**

### **Undergraduate Courses**

*Comparative Politics*

*World Politics*

*Political Development*

*US Wars in Asia*

*East Asian Politics*

*United States Foreign Policy*

### **Graduate Courses**

*Security in East Asia*

*State and Development in Asia*

*Topics in Global Studies*

*Approaches in Comparative Politics*

*Directed Research*

*Doctoral Research Practicum*

### **Teaching Awards**

1. Distinguished Teaching Award, Kent State University, 2007.
2. Distinguished Teaching Award Finalist, Kent State University, 2002 & 2003.
3. Who's Who Among America's Teachers, 2002 & 2004.
4. Distinguished Teaching Award Nominee, Kent State University, 2006 & 2008.
5. Nominated for Rowman and Littlefield Award for Innovative Teaching in Political Science, 2003.
6. Graduate Applause Award, Kent State University, 2002, 2003.
7. Distinguished Teaching Award Finalist, Kent State University, College of Arts & Sciences, 1999.

8. Faculty Advisor of the Semester, World Affairs Club, Kent State University, 1996.

### **Faculty Development Seminars**

1. *Teaching About Asia Seminar*, lead instructor for seminar for teachers (grades 6-12) at The Ohio State University's campus in Wooster, Ohio. Funded by the Freeman Foundation as part of the National Consortium for Teaching About Asia (NCTA).
2. *Post-Colonial and Post-Modern Theories on Gender and the Family*, sponsored by the Association of Family Resource Management and the Institute for Women and Culture, Seoul National University, June-July, 2002.
3. *Human Rights and Education in Kyrgyzstan*, sponsored by the U.S. Department of Education, Kent State University, Kent, Ohio, October, 2004.
4. *Human Rights and Education in Turkey*, sponsored by the U.S. Department of Education, Kent State University, Kent, Ohio, October, 2006.

### **Graduate Student Supervision**

#### *Doctoral Dissertation Responsibilities*

- Bokgyo Jeong, Public and International Affairs, University of Pittsburgh, reader, 2013.
- Heejin Park, School of Education, University of Pittsburgh, reader, 2012.
- Enkhjargal Adiya, School of Education, University of Pittsburgh, reader, 2010.
- Muriel Zhou, School of Education, University of Pittsburgh, reader, 2011.
- Janette Habashi, Cultural Foundations, Kent State University, chair, 2004.
- Zhang Guang, Political Science, Kent State University, co-chair, 2002.
- James Smith, Geography Department, Kent State University, reader, 2005.
- Victor Bull, Cultural Foundations, Kent State University, reader, 2004.
- Kil Byoung-Ok, Political Science, Kent State University, reader, 2000.

#### *Masters Thesis Responsibilities*

- Remi Feuillassier, Interdisciplinary Masters, University of Pittsburgh, Chair, 2010.

## **Honors Supervision**

### *Honors Thesis Responsibilities*

- Alisha Lineswala, Film Studies, University of Pittsburgh, chair, 2011.
- Weilu Tan, Political Science, University of Pittsburgh, chair, 2009. Winner of Carnegie Endowment for International Peace Junior Fellowship.
- Dina Musaelyan, History, Kent State University, reader, 2007.
- Joseph Schott, History, Kent State University, chair, 2006.
- Michael Norton-Smith, Political Science, Kent State University, reader, 2003.

### **Study Abroad Programs Lead**

- Summer in Korea Program, 2005, 2007.
- Study Tour of China, 1994.
- Study Tour of Industry, South Korea, 1990.

### **Faculty Advisor Model United Nations Conferences**

- American MUN, St. Louis, 1991, 1992, 1995.
- University of Chicago, 1997.
- Harvard University, 1998.
- Case Western University, 1999.
- Kent State University, 1996, 1998, 1999, 2000.

## **ADDITIONAL ACTIVITIES**

### **Textbook Reviews**

1. *The Logic of International Relations (7<sup>th</sup> ed.)*, Walter Jones, Longman, 2002.
2. *Democracy for the Few, (6<sup>th</sup> ed.)*, Michael Parenti, Bedford/St. Martin's Press, 2000.
3. *Taking Sides: Clashing Views on Controversial Issues in World Politics (9<sup>th</sup> ed.)*, John T. Rourke, ed. Dushkin Publishing Company, 1998.
4. *Taking Sides: Clashing Views on Controversial Issues in World Politics (7<sup>th</sup> ed.)*, John T. Rourke, ed. Dushkin Publishing Company, 1996.

### **International Experience**

- Lived and worked in South Korea for 7 years.
- Traveled professionally in China, Japan, Uzbekistan, Libya, Turkey, Taiwan, Nepal, Thailand, Mexico, Ireland, and New Zealand.

### **Academic Reviews**

- *National Identities*
- *Korean Studies*
- *Journal of Developing Areas*
- *Women & Politics*
- *AURCO Journal*
- *Journal of Korean Home Management Association*
- *Journal of Conflict Management*
- University of Hawaii Press

### **Professional Activities and Memberships**

- Association of International Education Administrators
- American Council on Education
- NAFSA
- Editorial Advisory Board, *Korea Observer*, Seoul, South Korea.
- Editorial board member, *East Asian Review*, Seoul, South Korea.
- Korean Studies Political Science Association.
- Association of Asian Studies.
- International Studies Association.
- International Association of Comparative Korean Studies.

### **REFERENCES**

Provided upon request.

